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ABSTRACT

This curriculum guide on housekeeping oriented personal services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. The remainder of the guide is comprised of job modules for the following: clean-up helper, hotel/motel maid, housekeeper, laundry folder, laundry ironer and presser, laundry worker, laundry wrapper, porter, shirt labeler, sweeper, and washroom cleaner. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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PERSONAL SERVICES

HOUSEKEEPING ORIENTED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Board of Cooperative Educational Services of Nassau County, New York 1975

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County – that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked – or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool – a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

PREFACE

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION — COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

x

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
Personal Services, Housekeeping Oriented
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Wood Products Assembly

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18		Clearing and Cleaning Tables
18		Scraping and Stacking Soiled Dishes, Glasses and Silverware
19		Handling Chemical Cleaning Agents
20		Care of Serving Carts and Kitchen Furniture
20		Working with Electrical Equipment
21		Cleaning Machinery
21		Working with Long-Handled Equipment
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87	Cleaning and Filling Washroom Dispensers
87	Disposal of Washroom Refuse
88	Working with Mobile Refuse Carts
89	Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

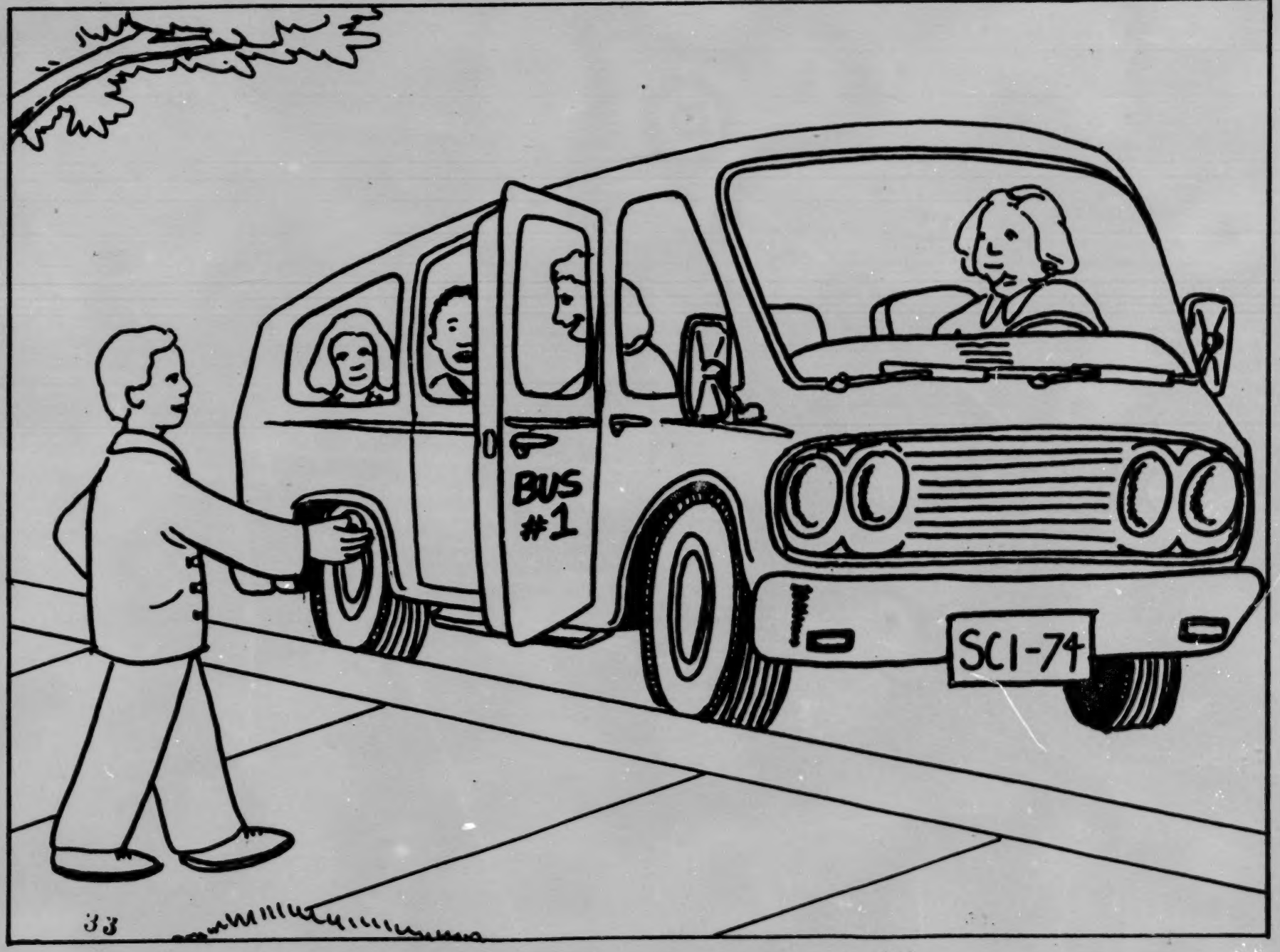
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


BUS
#1
SC1-74

TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B-3

TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

NEED A HAND?
SURE!
41
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TOPIC: Punctuality

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

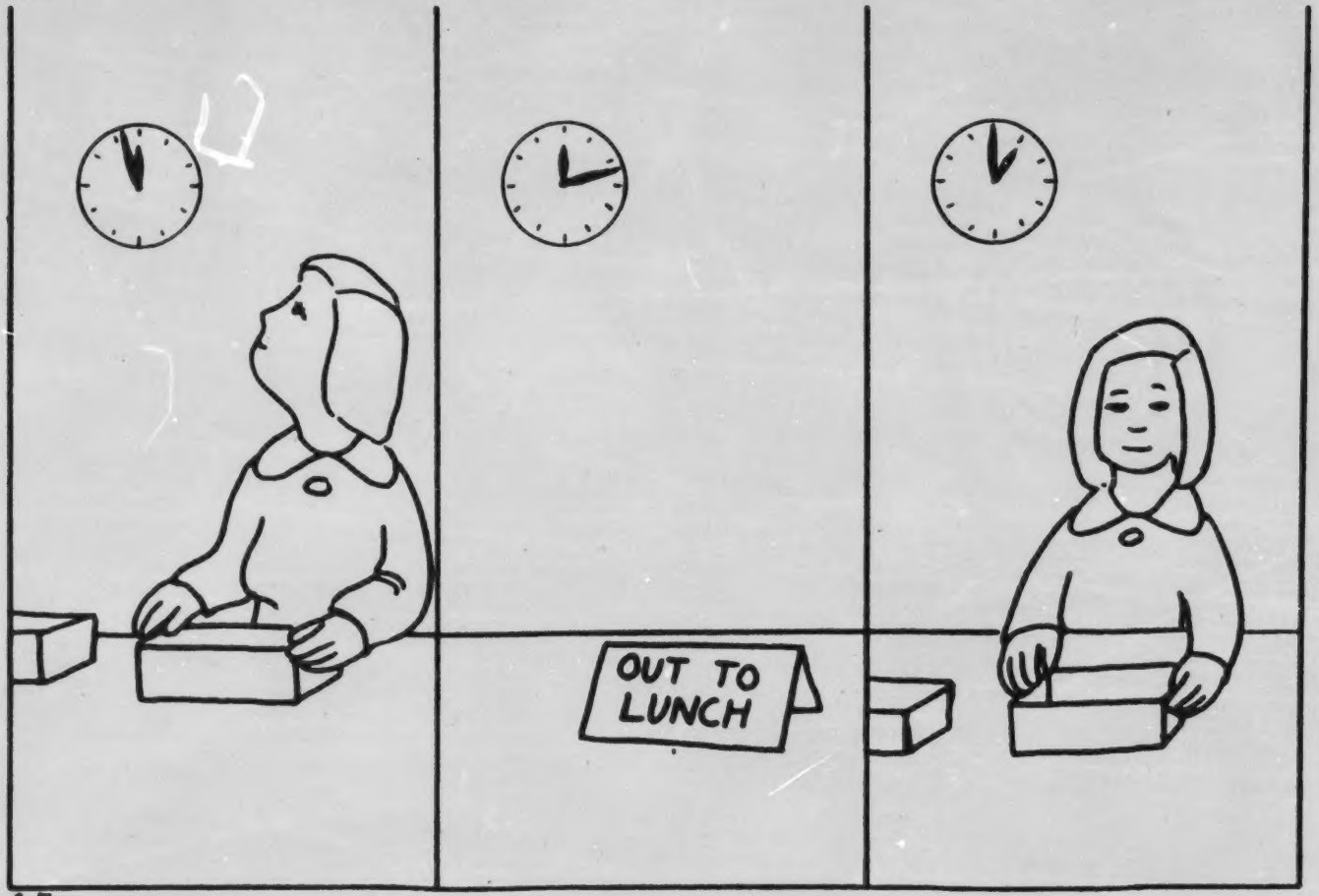
Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

TOPIC: Punctuality (cont.)

JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

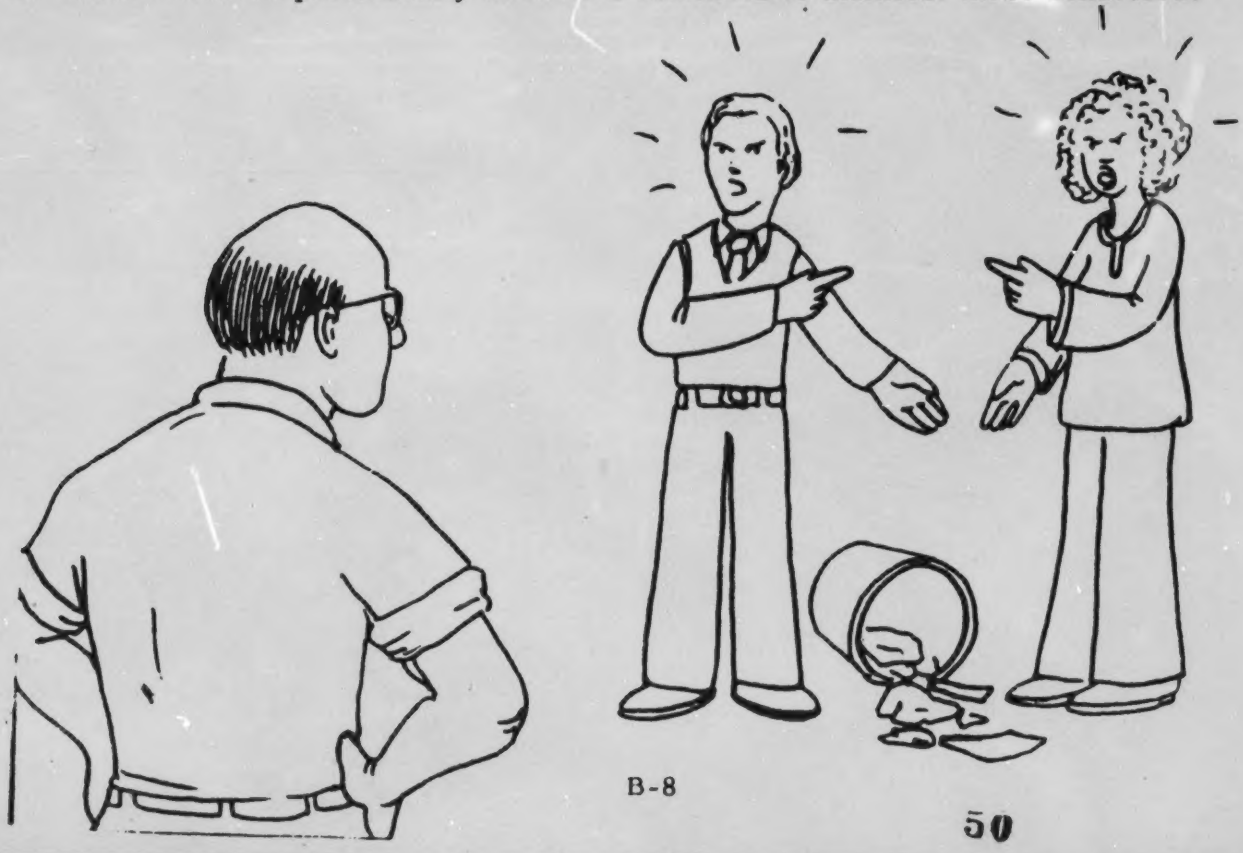
TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Customers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.

B9-1

TOPIC: Relationship with Customers (cont.) JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

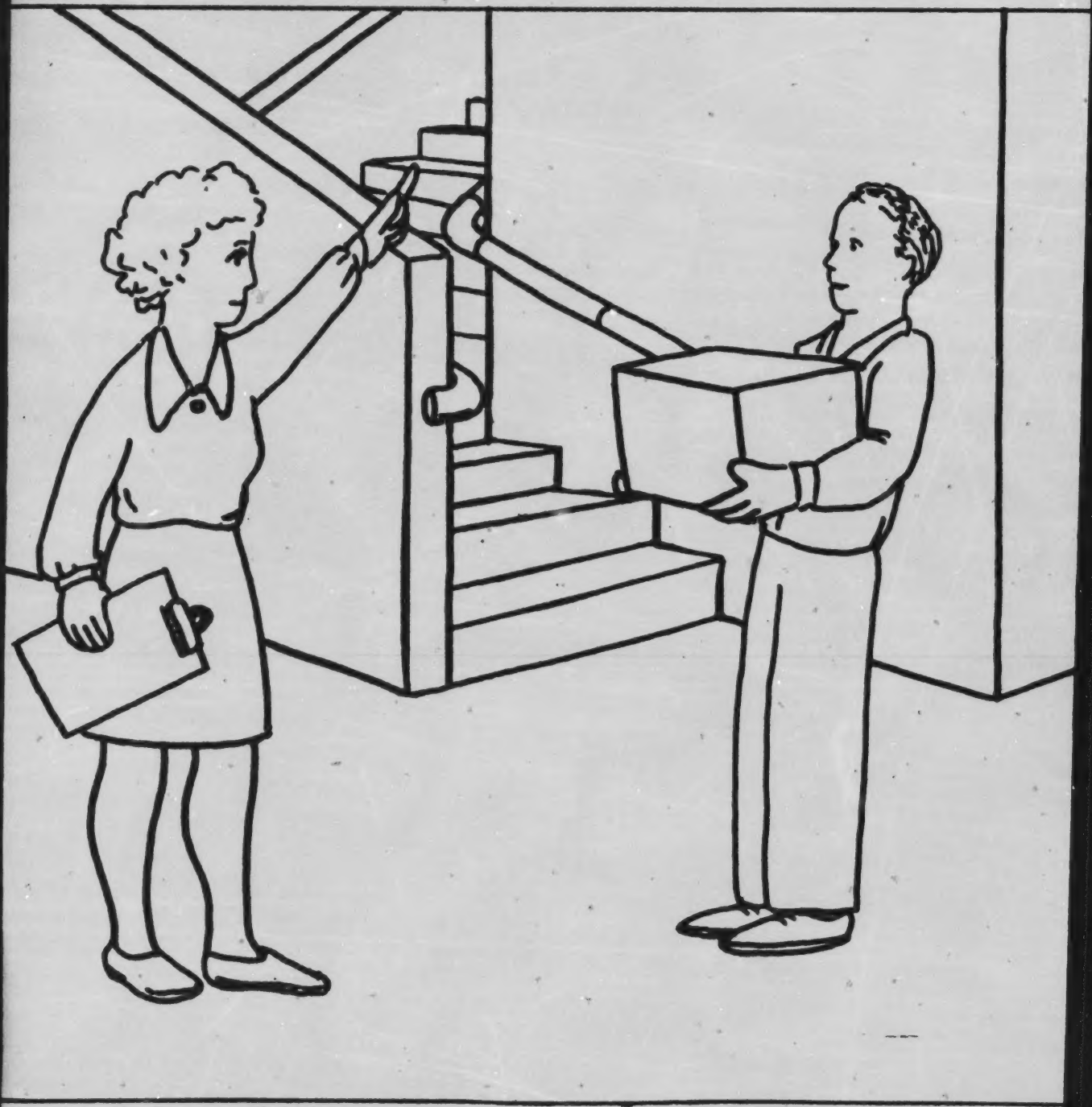
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

8:30
PUNCH IN
ON TIME!
RIGHT ON TIME!
SUPERVISOR
63
64

TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

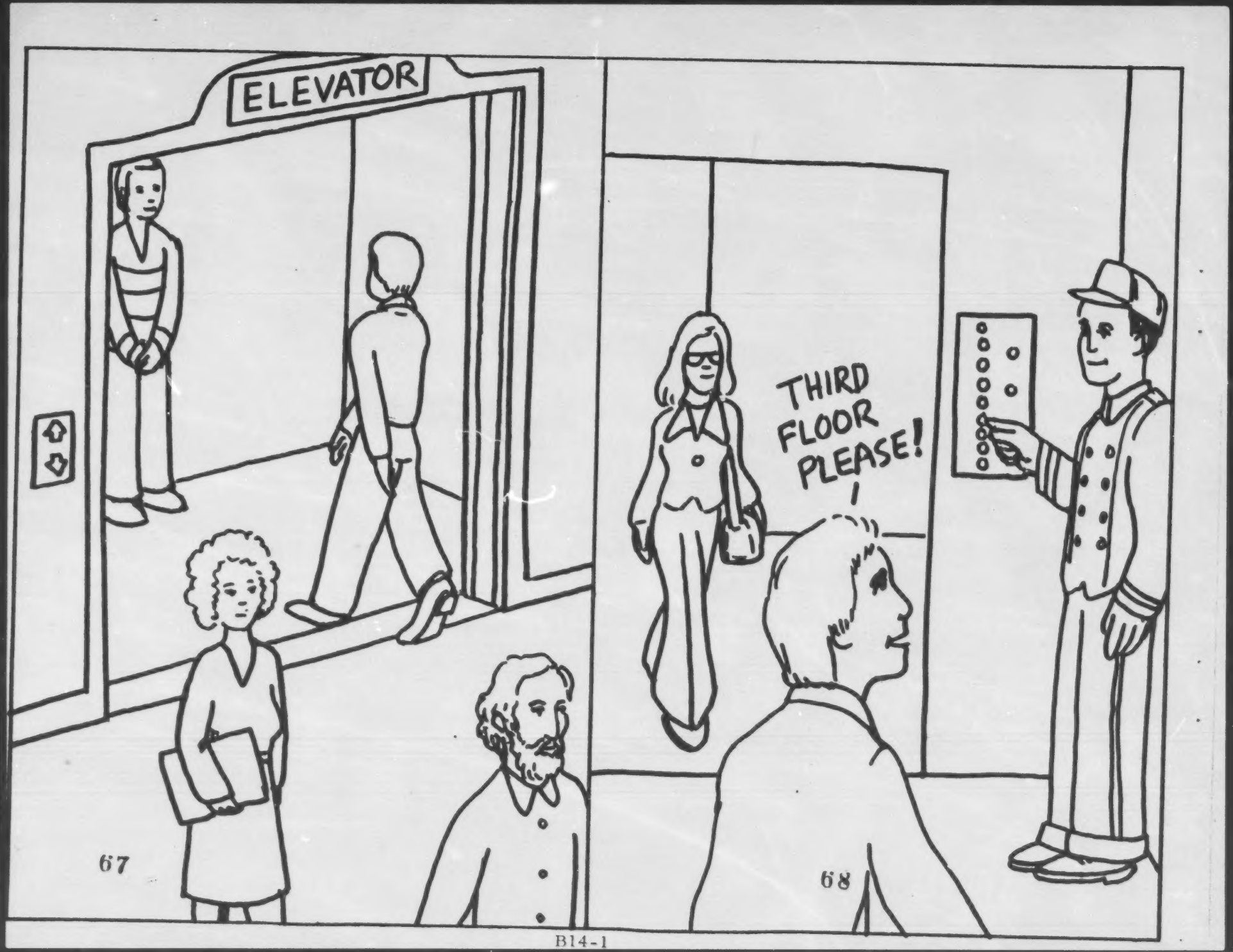
T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ELEVATOR
67
THIRD FLOOR PLEASE!
68

TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

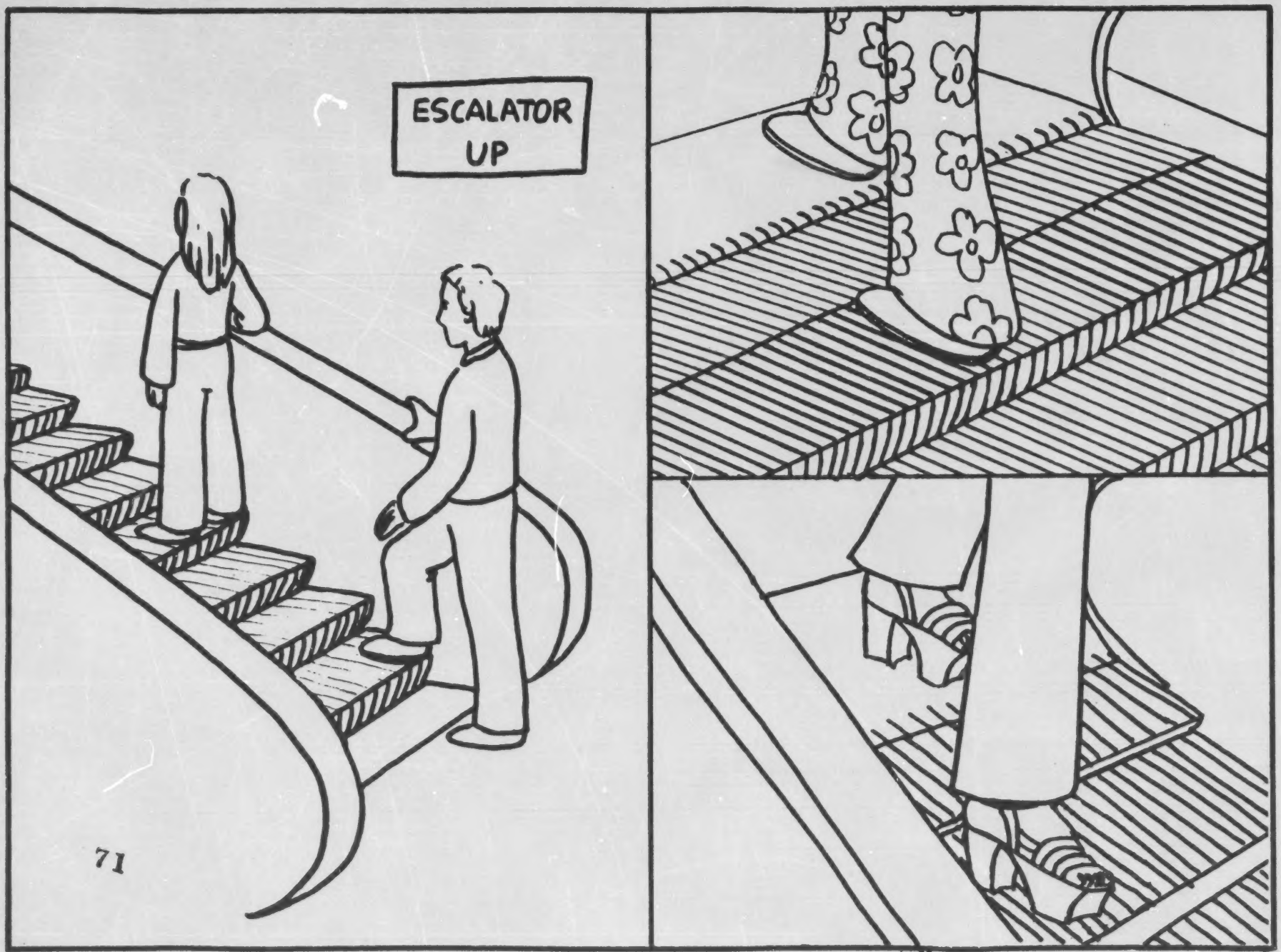
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ESCALATOR
UP
71
72

TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

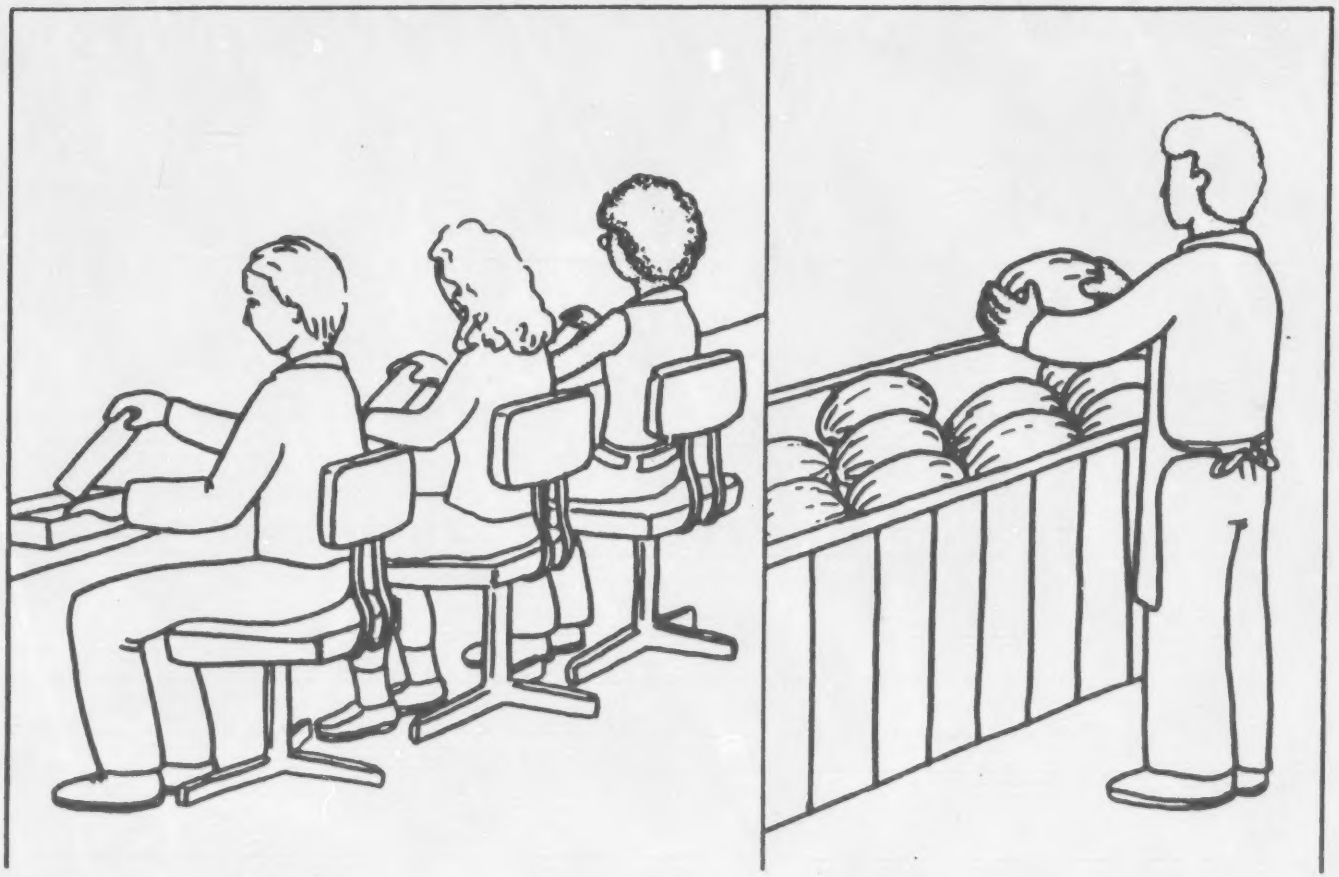
Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

TOPIC: Sitting or Standing for Long Periods of Time (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

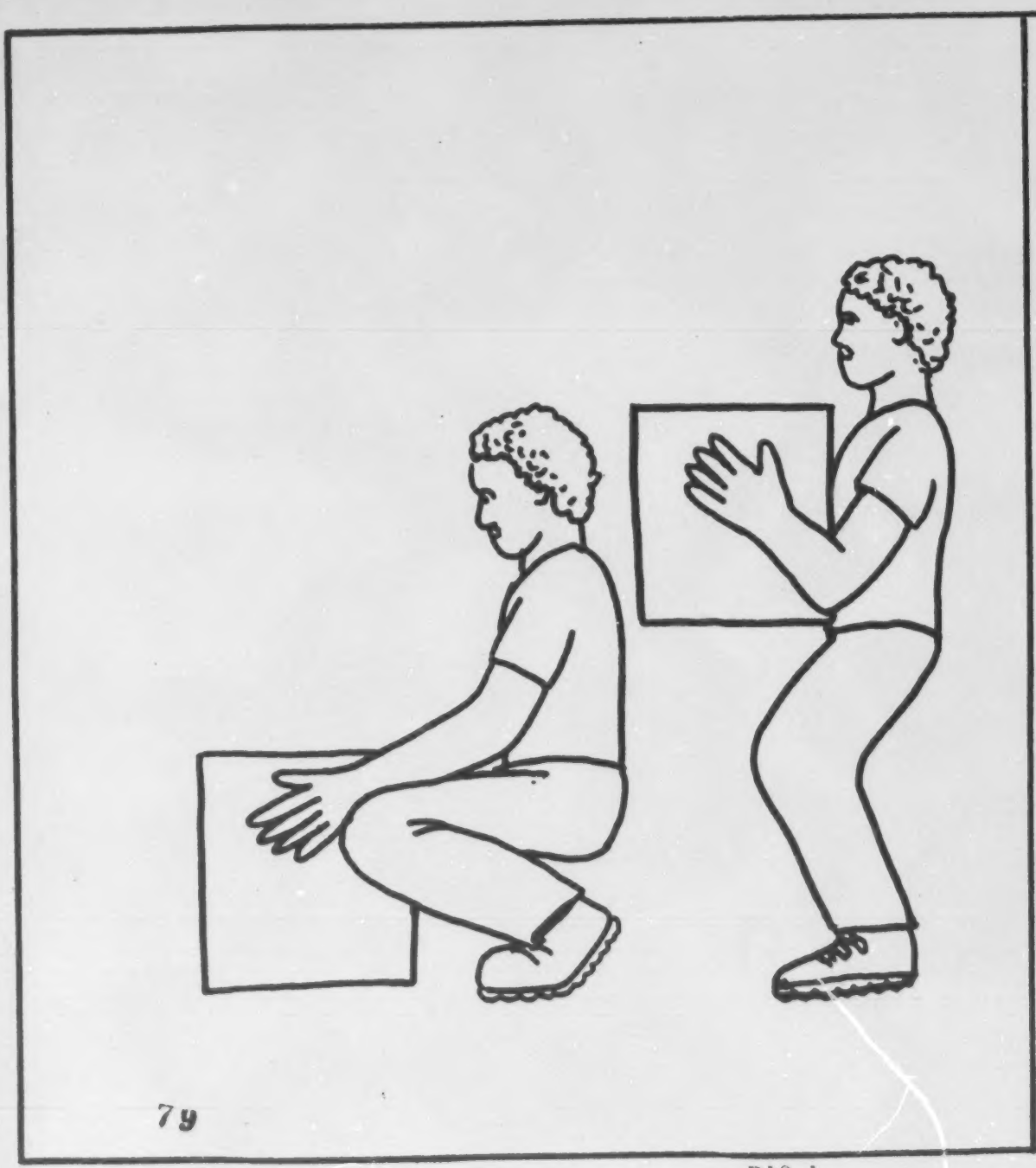
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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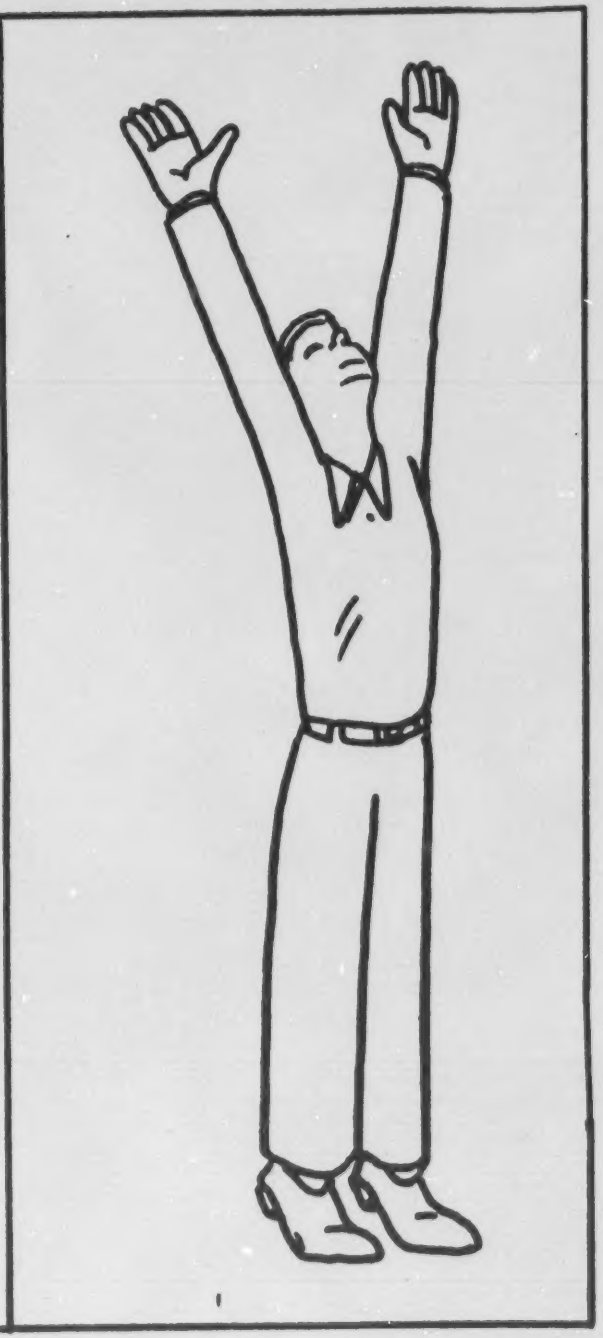


B18-1

80

TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

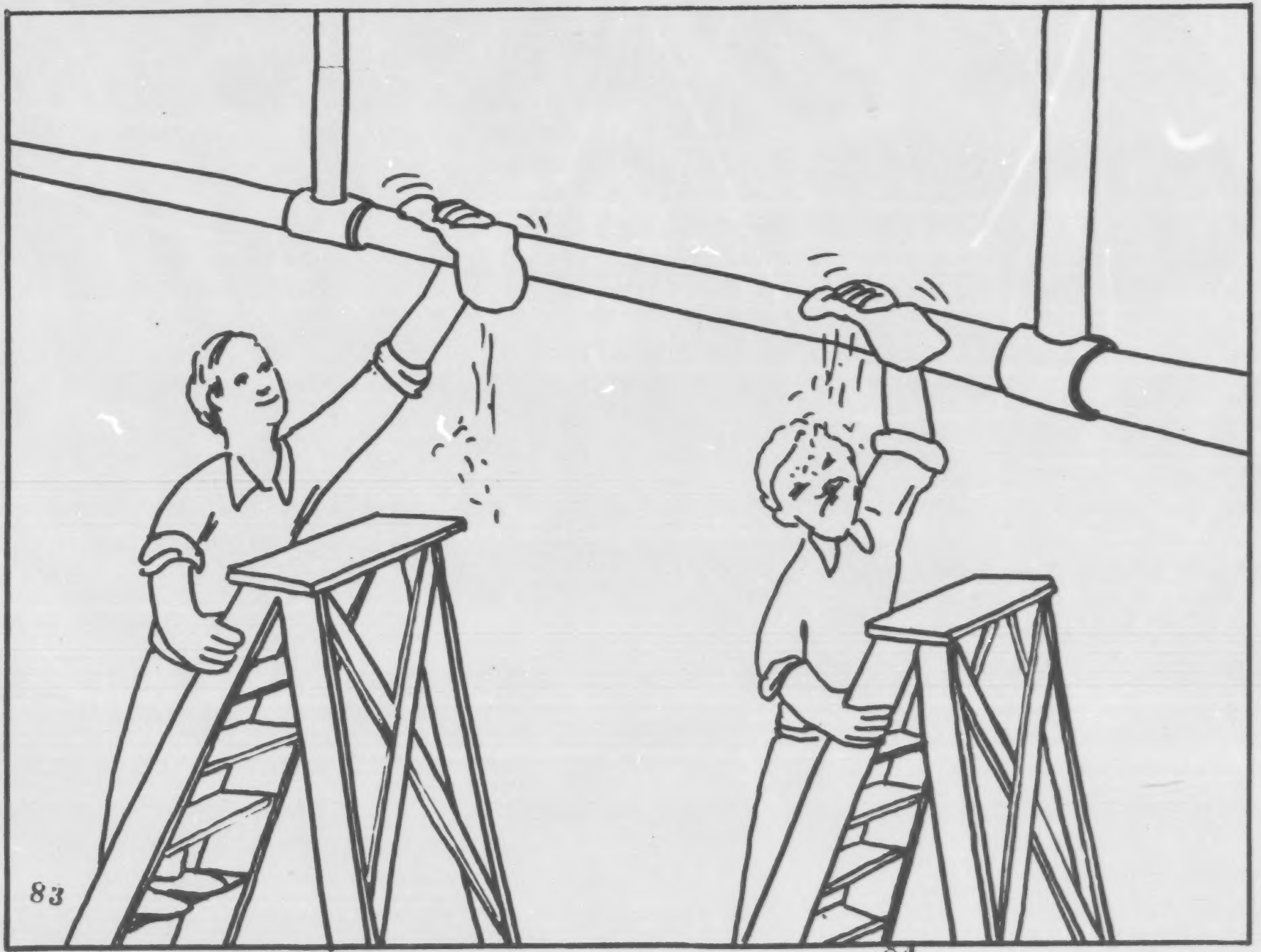
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B19-1

TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B22-1

CRASH!

TOPIC: Working in Public Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

TOPIC: Working in Public Areas (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

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B25-1

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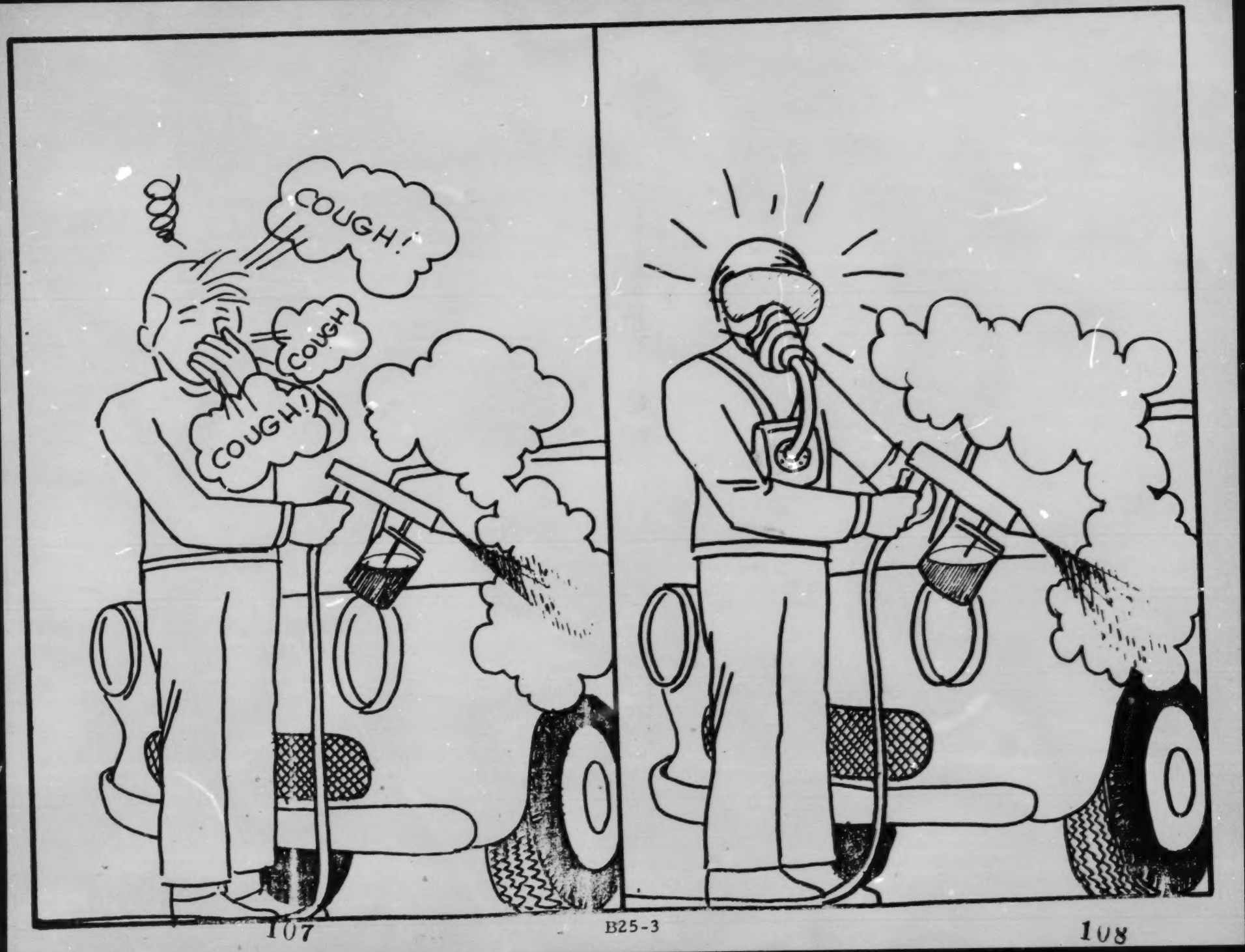

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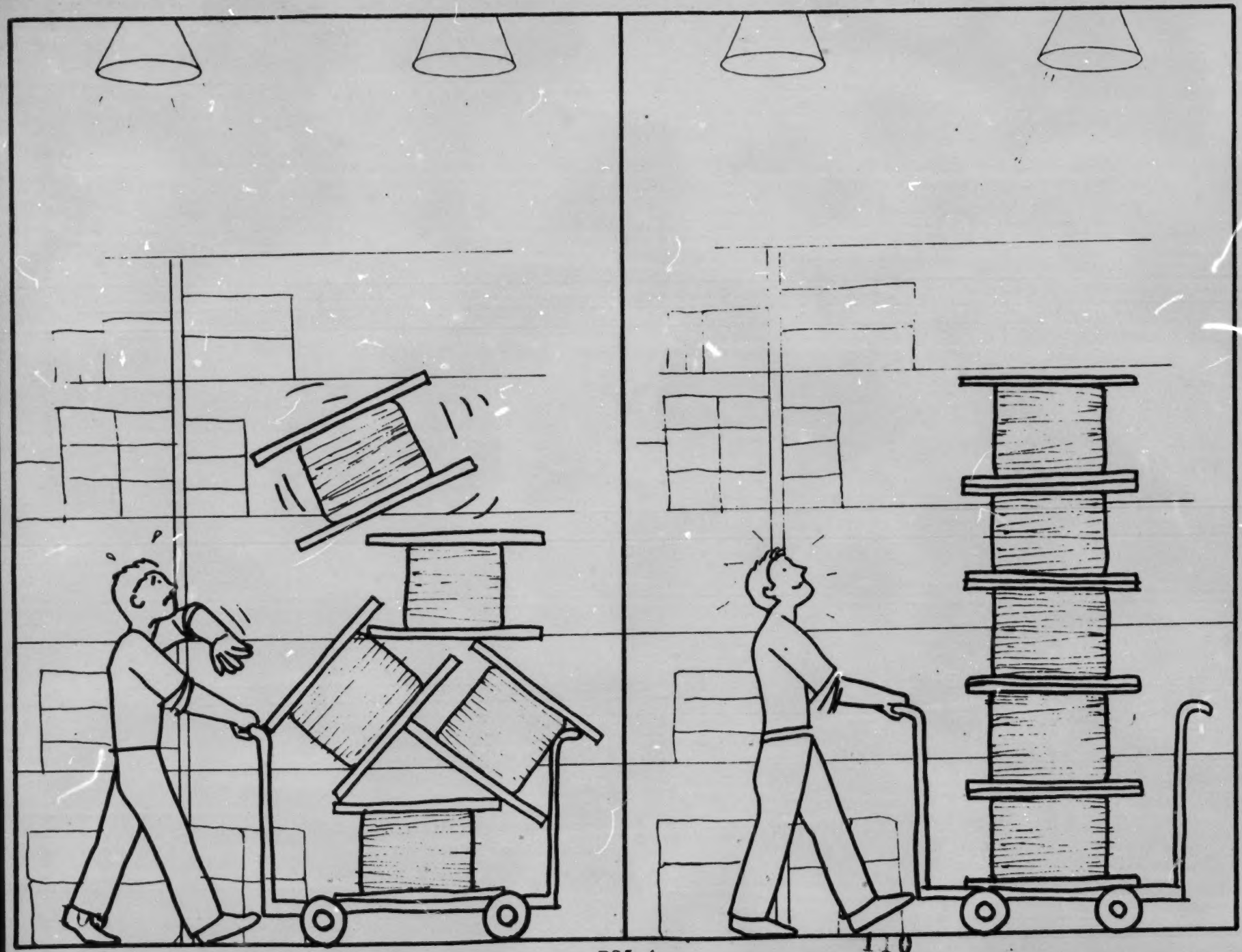

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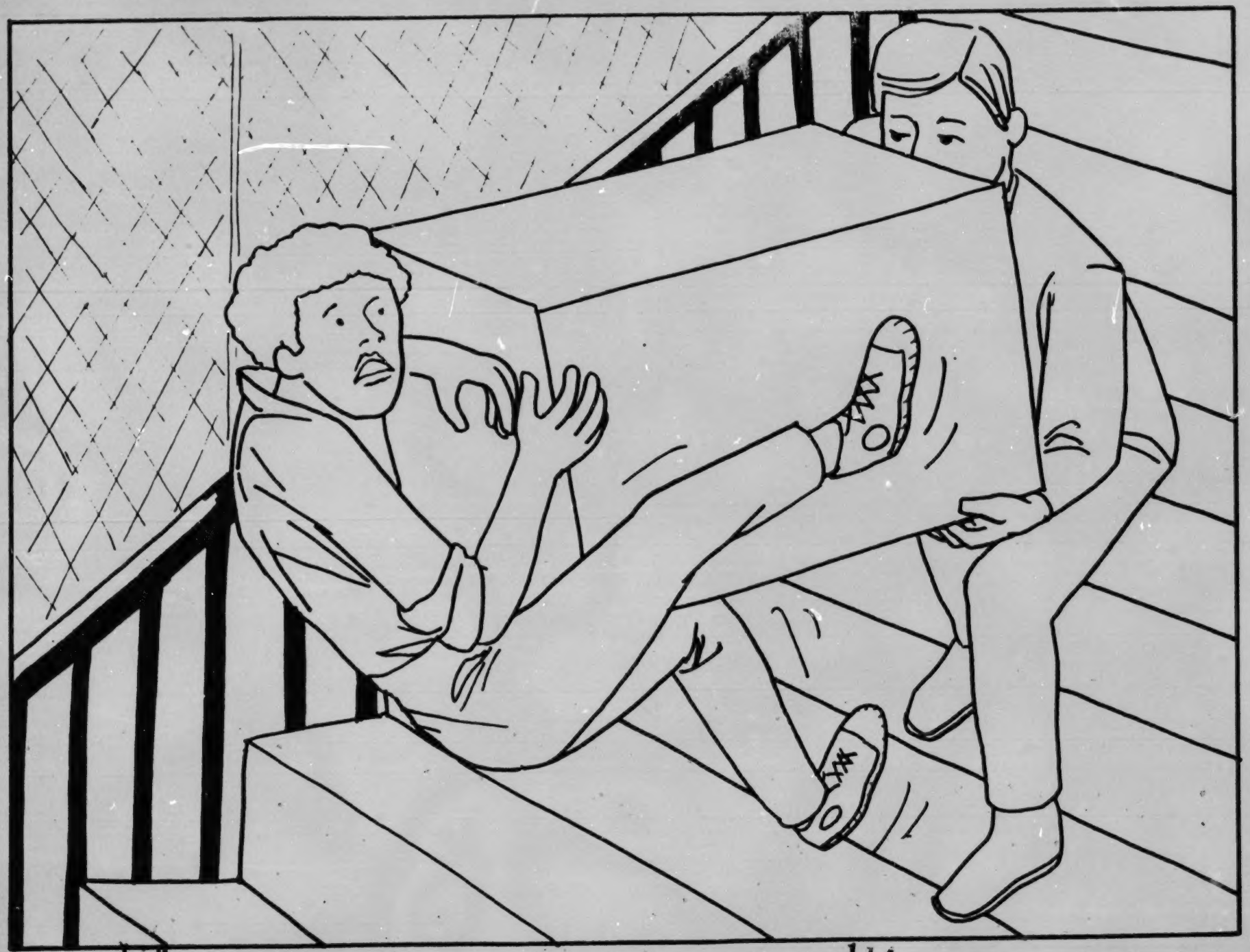

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B25-6

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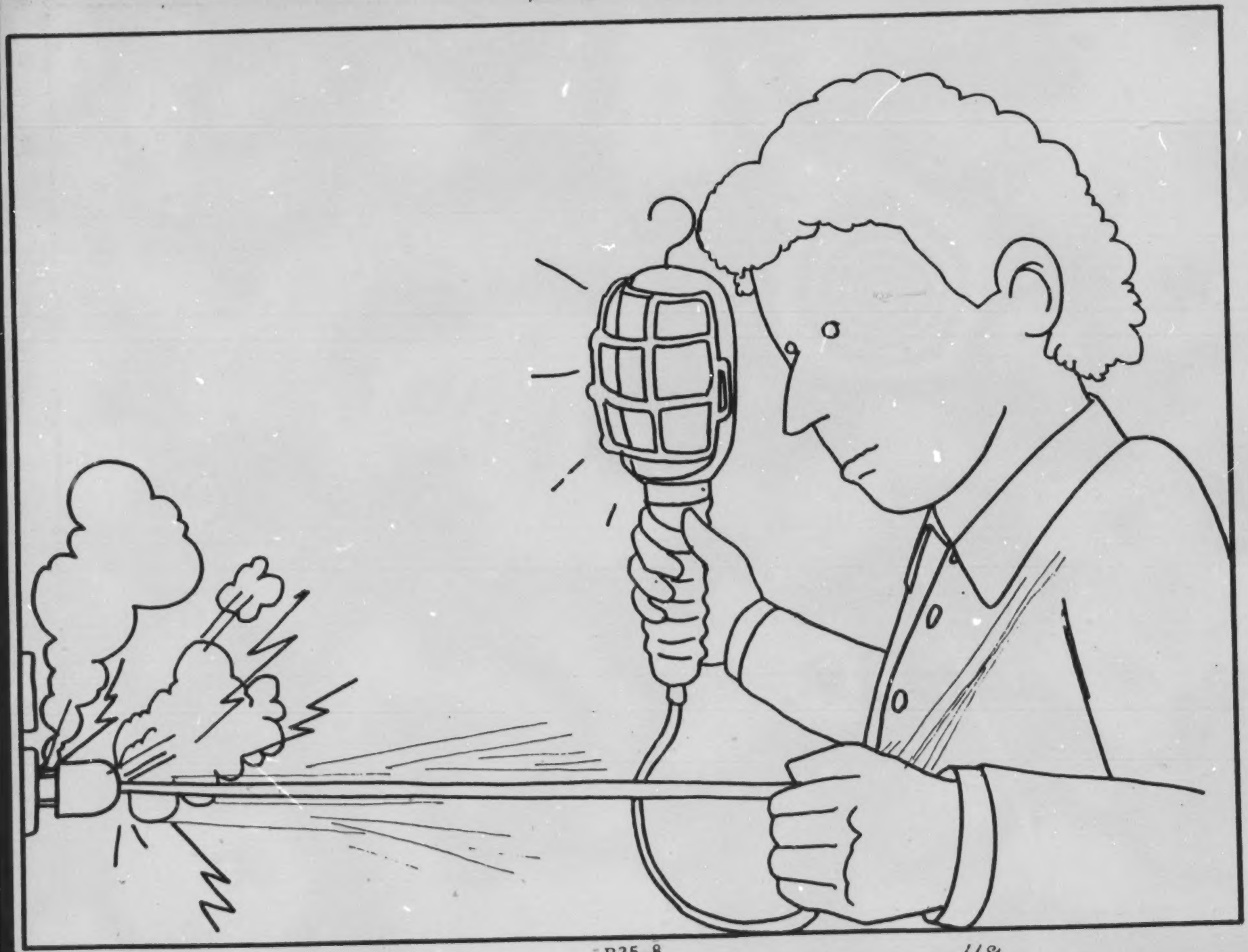
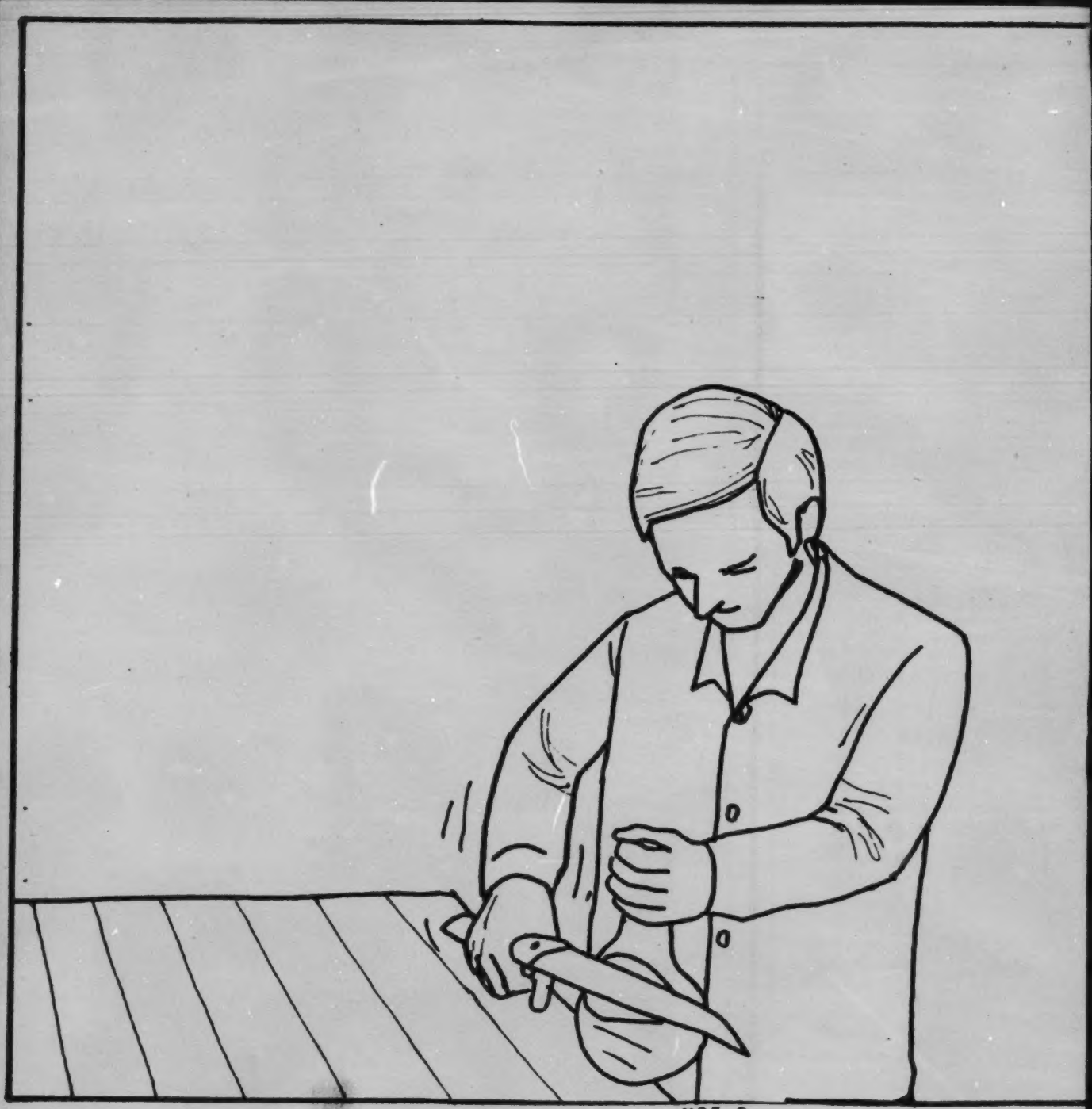
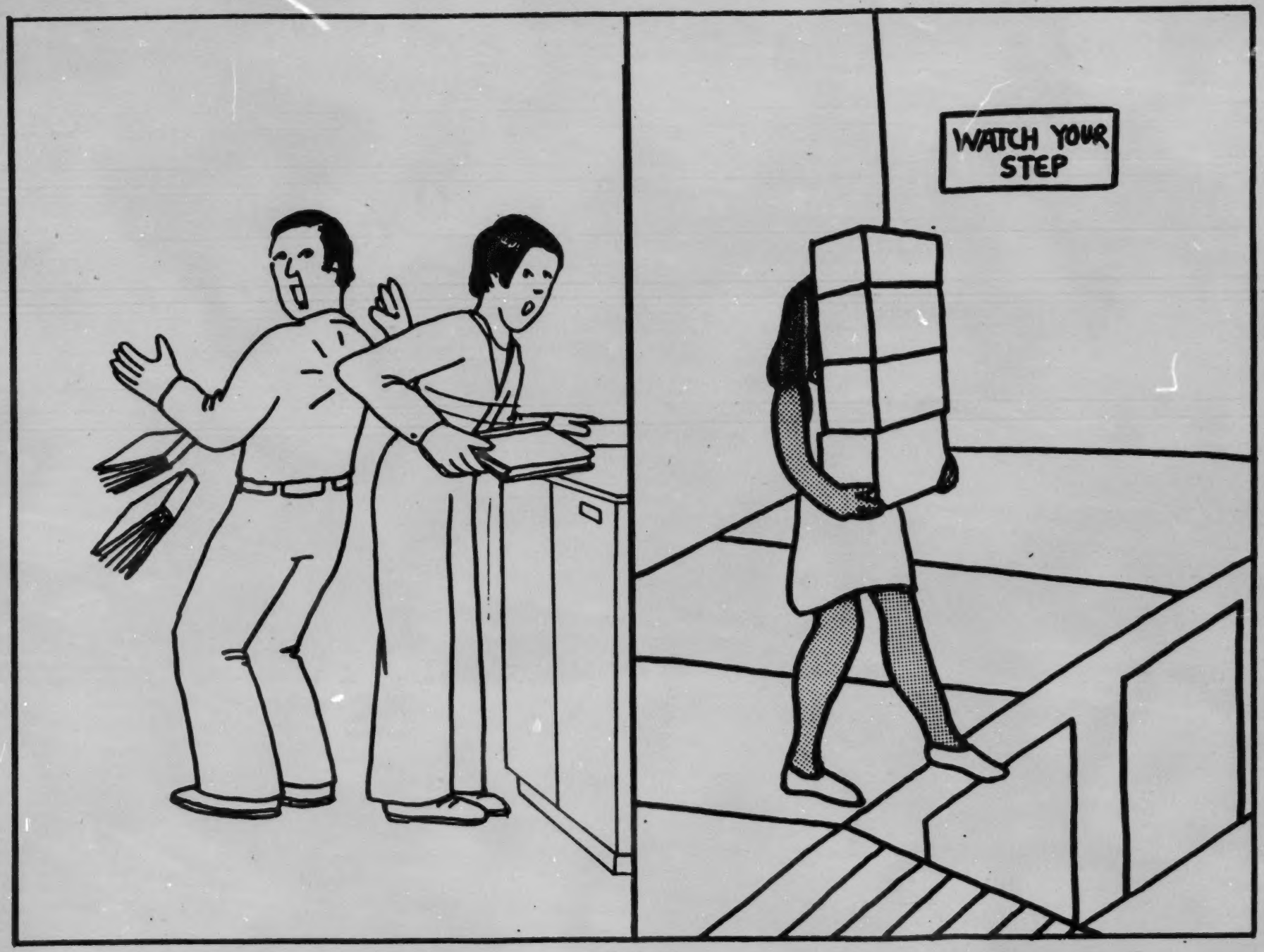
B25-7







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B25-10

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TOPIC: Working Safely (cont.)

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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Seward, AK 99664

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Pittsburgh, PA 15219

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New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
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Barre, VT 05641

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Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
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Baltimore, MD 21210

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2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

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JOB DESCRIPTION

CLEAN-UP HELPER

A Clean-Up Helper

- performs the following major tasks:

  removes soiled linen and paperware from tables

  packs table debris into plastic bags

  scrapes soiled dishes and places them on cart

  wipes tables, chairs, etc.

  sweeps and mops floors

  delivers garbage to disposal areas

- is required to be clean personally and wear a uniform while working
- works usually alongside other workers, often in areas where there are customers
- works under periodic supervision
- works in dining, kitchen and exterior garbage disposal areas that vary from spacious to crowded; moves about or stands mostly while working

TOPIC: Clearing and Cleaning Tables

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves place settings and dishes from table to serving tray. S collects identical items: silver, coffee cups, saucers, etc., and continues removing them until table has been cleared.

S keeps in mind to handle glasses, china, and silver carefully and gently to avoid chipping, breaking or scratching them.

S brushes all crumbs and food particles from table onto plate.

S uses damp, clean cloth to wipe table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clear and (2) clean tables. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- scraping and stacking identical plates
- placing silverware in separate soak pan
- putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail S, with one or two sweeping motions, scrapes leftover food into it.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware (cont.) CLEAN-UP HELPER

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Garbage

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates places where garbage frequently accumulates: classrooms, kitchens, cafeterias, workshops, etc. S explains that odor and overflow will draw insects, rodents, and spread germs.

S, wearing gloves for protection, collects refuse in indicated areas and disposes of it in garbage cans and wastebaskets lined with plastic bags.

S closes full plastic bag securely by twisting its top. S removes bag from garbage can. S installs new plastic bag, covering can securely.

S closes full plastic bag securely. S removes bag from wastebasket. S installs new plastic bag.

S places plastic bags removed from garbage cans and wastebaskets into a large roller-type receptacle.

S dumps refuse from roller-type waste carrier into outside container for pickup by a sanitation company.

S empties all garbage containers carefully to avoid spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect refuse and dispose of it in garbage cans and wastebaskets, (2) close and remove full plastic bags, (3) install new plastic bags, (4) place full bags from garbage cans and wastebaskets into a large roller-type receptacle, and (5) dump refuse from roller-type waste carrier into outside container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Serving Carts and Kitchen Furniture

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes cart with soapy cloth and scrubs resistant stains. S pays particular attention to cleaning of corners and other easily overlooked areas.

S rinses cart and allows to air-dry.

S cleans other equipment, such as counters, tables, and chairs.

Safety Considerations: Take care to avoid hazards such as sharp edges, metal pieces and drawers that may pinch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean serving carts and kitchen furniture. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Hotel/Motel Maid

- performs the following major tasks:

  cleans lavatories

  dusts furniture and walls

  makes beds

  removes refuse

  sweeps and mops floors

  vacuums rugs

  reports property damage or theft to appropriate person

- is required to be clean personally and wear a uniform while working
- is required to be courteous at all times
- works independently, often in front of strangers
- works in an environment that includes supply room, hallways, stairways and guest rooms of hotels and motels

TOPIC: Vacuuming Rugs and Carpets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S clears area after pointing out where to begin vacuuming a large rug or a carpet by moving furniture, wastebaskets and other items to another part of the room.

S plugs in and turns on vacuum cleaner.

S vacuums area by moving cleaner at an even, moderate speed appropriate for effective rug cleaning.

S methodically moves cleaner over rug surface. S vacuums carpet in a pattern, a row at a time, making sure to overlap rows slightly.

S continues to vacuum, one section at a time, until entire rug has been cleaned.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean a rug or carpet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Dusting Walls and Furniture

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that walls and furniture require regular dusting.

S carefully dusts walls, including corners, with long-handled wool duster.

S dusts furniture, rubbing in circular motion with chemically treated dustcloth. S reverses cloth when it becomes dusty.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dust walls and furniture thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Toilet Bowls and Urinals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that toilet bowls and urinals require daily cleaning.

S, wearing rubber gloves, carefully cleans inside of toilet bowls and urinals with toilet brush and aerosol disinfectant cleaner.

S wipes outside with sponge dipped in disinfectant cleaner.

S carefully rinses toilet bowls and urinals.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly toilet bowls and urinals. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning and Filling Washroom Dispensers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that various washroom dispensers must be refilled before they are empty or almost empty.

S carefully unwraps prefolded paper towels. S refills paper towel dispensers, ensuring that bottom sheet protrudes from each dispenser and that towels are stacked evenly.

S carefully refills soap containers with liquid soap.

S applies metal or aerosol cleaner to surfaces of dispensers. S thoroughly wipes and dries dispensers with cloth or paper towel.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) refill, (2) clean, and (3) dry washroom dispensers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Washroom Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washroom refuse must be removed regularly.

S empties trash can into large mobile container. S moves container to outside garbage receptacle, making sure that container is not overflowing.

S deposits trash into large outside receptacle for disposal by a rubbish removal company.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to dispose of washroom refuse. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making Beds

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects appropriate clean sheets, blankets, spreads and pillowcases.

S places clean sheets, blankets, pillows and bedspread on bed in proper sequence.

S adjusts bed and pillows in prescribed position.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select appropriate linen and (2) place it on bed in prescribed manner. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

HOUSEKEEPER

A Housekeeper

- performs the following major tasks:

  clears and cleans tables

  scrapes and stacks dishes

  maintains serving carts and kitchen furniture

  cleans vending machines

  sweeps and mops floors

  vacuums rugs and carpets

  disposes of garbage

- is required to be personally clean and often is required to wear a uniform while working
- works usually alone, often among other workers
- works under periodic supervision
- works in an environment that includes large rooms, halls, lobbies and stairways; stands or moves about most of the time

TOPIC: Clearing and Cleaning Tables HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves place settings and dishes from table to serving tray. S collects identical items: silver, coffee cups, saucers, etc., and continues removing them until table has been cleared.

S keeps in mind to handle glasses, china, and silver carefully and gently to avoid chipping, breaking or scratching them.

S brushes all crumbs and food particles from table onto plate.

S uses damp, clean cloth to wipe table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clear and (2) clean tables. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- scraping and stacking identical plates
- placing silverware in separate soak pan
- putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail S, with one or two sweeping motions, scrapes leftover food into it.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware (cont.)

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Serving Carts and Kitchen Furniture

HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes cart with soapy cloth and scrubs resistant stains. S pays particular attention to cleaning of corners and other easily overlooked areas.

S rinses cart and allows to air-dry.

S cleans other equipment, such as counters, tables, and chairs.

Safety Considerations: Take care to avoid hazards such as sharp edges, metal pieces and drawers that may pinch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean serving carts and kitchen furniture. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Machinery HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans vending machine trimmed with chrome, using a bucket, cleaning solution, brush, cloth and soapy steel wool. S wipes from the top down until the machine has been thoroughly cleaned.

S pays particular attention to cleaning shelf corners and other difficult-to-reach areas.

S rinses machine.

Safety Considerations: Remove vending machine plug from wall outlet
Watch for sharp edges on metal surfaces

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly machinery such as a vending machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Care of Public Halls and Lobbies HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require frequent cleaning to keep them neat.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps dust and litter into dustpan with brush.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Vacuuming Rugs and Carpets HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S clears area after pointing out where to begin vacuuming a large rug or a carpet by moving furniture, wastebaskets and other items to another part of the room.

S plugs in and turns on vacuum cleaner.

S vacuums area by moving cleaner at an even, moderate speed appropriate for effective rug cleaning.

S methodically moves cleaner over rug surface. S vacuums carpet in a pattern, a row at a time, making sure to overlap rows slightly.

S continues to vacuum, one section at a time, until entire rug has been cleaned.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean a rug or carpet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Refrigerated Areas

HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, from both within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Garbage HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates places where garbage frequently accumulates: classrooms, kitchens, cafeterias, workshops, etc. S explains that odor and overflow will draw insects, rodents, and spread germs.

S, wearing gloves for protection, collects refuse in indicated areas and disposes of it in garbage cans and wastebaskets lined with plastic bags.

S closes full plastic bag securely by twisting its top. S removes bag from garbage can. S installs new plastic bag, covering can securely.

S closes full plastic bag securely. S removes bag from wastebasket. S installs new plastic bag.

S places plastic bags removed from garbage cans and wastebaskets into a large roller-type receptacle.

S dumps refuse from roller-type waste carrier into outside container for pickup by a sanitation company.

S empties all garbage containers carefully to avoid spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect refuse and dispose of it in garbage cans and wastebaskets, (2) close and remove full plastic bags, (3) install new plastic bags, (4) place full bags from garbage cans and wastebaskets into a large roller-type receptacle, and (5) dump refuse from roller-type waste carrier into outside container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Laundry Folder

- performs the following major tasks:

  feeds flatwork into folding machine

  folds and stacks flatwork by hand

  stacks flatwork folded by machine

- works both independently of and in tandem with another worker on a production line
- works under informal supervision
- works in a large room that is noisy, sometimes hot, with several machines in operation; stands mostly while working

TOPIC: Working in Laundry Rooms

LAUNDRY FOLDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes general operation of commercial laundry room.

S identifies and explains function of specific machines, such as washers, dryers and folders.

S describes how to safeguard against dangers involved in working with laundry room equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain general operation as well as hazards of a commercial laundry room and (2) discuss proper and safe working procedures. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Stacking Flatwork by Hand

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S takes ironed pillowcase from unsorted pile and folds it.

S places pillowcase on pile of folded flatwork.

S repeats process until pile contains prescribed number of items.

S carefully places pile in laundry cart.

S repeats folding, stacking and counting procedures with large items of flatwork, such as sheets, tablecloths, etc., which are tasks that require working cooperatively with another S.

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PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold ironed flatwork by hand, (2) build a stack of folded items to the prescribed number, (3) place completed stack carefully in laundry cart, and (4) work cooperatively with another S in order to fold large items. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Stacking Garments

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that garments must be sorted and folded after they have been ironed.

S sorts garments as they come out of the mechanical iron.

S folds each garment correctly.

S stacks garments by type.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort garments as they come out of the iron, (2) fold them correctly, and (3) stack them by type. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

LAUNDRY FOLDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Commercial Laundry-Folding Machines LAUNDRY FOLDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how STOP lever functions and that it must be depressed if folding machine becomes jammed.

S places individual pieces of ironed flatwork on moving belt for folding by machine.

S takes each piece of flatwork, partially folded by machine, to fold it once more and place it on work table or stack it in laundry cart.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) complete folding of machine-folded flatwork and (2) place it on work table or stack it in carts. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking Flatwork Folded by Machine

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts pieces of flatwork while stacking them neatly.

S continues procedure until prescribed quantity has been reached.

S carefully places pile of neatly folded flatwork in designated laundry cart.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) stack prescribed quantity of flatwork neatly and (2) place pile carefully in designated laundry cart. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

LAUNDRY FOLDER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Laundry Ironer and Presser

- performs the following major tasks:

  operates mechanical iron

  steam presses shirts and flatwork

- works alongside other workers on a production line
- works under informal supervision
- works in a large room that is noisy, sometimes hot, with several machines in operation; stands mostly while working

TOPIC: Working in Laundry Rooms

LAUNDRY IRONER AND PRESSER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes general operation of commercial laundry room.

S identifies and explains function of specific machines, such as washers, dryers and folders.

S describes how to safeguard against dangers involved in working with laundry room equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain general operation as well as hazards of a commercial laundry room and (2) discuss proper and safe working procedures. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Mechanical Ironing Equipment LAUNDRY IRONER AND PRESSER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out guard plate–a safety device–on rolling presser and explains its function.

S activates and explains function of START and STOP levers of rolling presser.

S presses START lever of presser and slowly feeds items into machine by placing flatwork on feeder rollers that move flatwork into iron. Another S receives flatwork at opposite end of iron.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) start and stop machine and (2) feed flatwork into machine safely and efficiently. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Ironing Flatwork and Garments

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S carefully places flatwork on feeder roller of mechanical iron, stretching it as it is fed into machine.

S demonstrates different methods of ironing various types of garments with mechanical iron.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to iron flatwork and garments correctly with a mechanical iron. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Pressing Shirt Sleeves and Collars LAUNDRY IRONER AND PRESSER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects shirt from pile of laundered damp shirts and pulls sleeves over sleeve-pressing forms.

S steps on pedal to activate pressing machine; S releases pedal when machine has become activated.

S pulls shirt off sleeve-pressing forms.

S pulls collar around collar-pressing form, then activates pedal.

S removes shirt from collar-pressing form to hand shirt to shirt-body presser.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to press shirt sleeves and collars. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Pressing Shirt Bodies

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S receives shirt from sleeve-and-collar-presser operator.

S places shirt on body-pressing form.

S steps on pedal to activate pressing machine; S releases pedal when machine has become activated.

S removes shirt from body-pressing form and hands shirt to shirt folder and packer.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to press shirt bodies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Clothing Racks

LAUNDRY IRONER AND PRESSER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls out rack with merchandise. S stands in front of rack, visible to others. S walks to back of rack to demonstrate that others cannot see him. S explains that he cannot see others. S walks to front of rack and proceeds to pull rack with one hand, keeping rack in back of himself and always facing front to ensure clear vision.

S explains why rack should be pulled from front: poor visibility from back of rack and better control from front.

S pulls rack through class, around counters, through aisles. S looks back before making a turn. S exercises caution so that rack does not hit other objects. S turns slowly and repeatedly looks toward back of rack.

S pulls rack into school freight elevator, if available. S walks to front of rack, holding rack lightly with one hand to keep it from rolling. S always faces front of elevator. S, when elevator stops, pulls rack slowly from car. S walks to back of rack if necessary to position rack so that it can be pulled easily out of elevator. S carefully avoids bumping into people and objects.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move loaded clothing racks (1) through aisles, (2) around people and objects, and (3) on and off elevators. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

LAUNDRY IRONER AND PRESSER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Laundry Worker

- performs the following major tasks:

  loads and unloads laundry carts

  loads and unloads commercial washing machines

  loads and unloads commercial dryers

- is required to have considerable strength and agility
- works alongside and in conjunction with other workers on a production line
- works under informal supervision
- works in a large room that is noisy, sometimes hot, with several machines in operation; stands or moves about mostly while working

TOPIC: Working in Laundry Rooms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes general operation of commercial laundry room.

S identifies and explains function of specific machines, such as washers, dryers and foiders.

S describes how to safeguard against dangers involved in working with laundry room equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain general operation as well as hazards of a commercial laundry room and (2) discuss proper and safe working procedures. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

LAUNDRY WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

LAUNDRY WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sorting Soiled Linen

LAUNDRY WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why soiled laundry must be sorted before washing.

S explains different systems used for sorting soiled linen, such as separating by color, material or type and size.

S sorts soiled linen according to system prescribed by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort soiled linen according to system prescribed by person in charge. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Order Sheets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S calls out names of letters, words and numbers on sample order sheet.

S explains meaning of each term which refers to merchandise.

S demonstrates matching of articles of merchandise with terms listed on order sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to coordinate articles of merchandise with terms on order sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Moving Heavily Loaded Dollies and Carts LAUNDRY WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Laundry Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places folded, clean laundry in laundry cart according to specifications on requisition sheet.

S moves cart with requisitioned items to designated area.

S unloads cart and places clean laundry in laundry supply space.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) place folded, clean laundry in laundry cart, (2) move cart to designated area, and (3) place laundry in prescribed place. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Commercial Washing Machines LAUNDRY WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls lever to stop rolling cylinder at each of multiple doors of rotating commercial washer.

S places laundry in individual compartments of washer.

S pulls lever to stop rolling cylinder at each door opening of washer and unloads laundry from washer placing it into canvas carts.

Safety Considerations: Be sure that rolling cylinder stop lever is fully engaged before loading or unloading washer

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) stop rolling cylinder of washing machine at each door opening, (2) load laundry into washing machine, and (3) unload laundry into canvas carts. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Commercial Dryers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls up canvas bags filled with damp clean laundry with a bag hook and swings them into a large commercial spin dryer.

S opens lid on underside of dryer while dryer is still cycling and guides dried laundry into canvas carts below.

Safety Considerations: Do not hoist or swing bag before it is fully seated on hook
Keep hands and arms out of dryer

TOPIC: Loading and Unloading Commercial Dryers (cont.) LAUNDRY WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load bags of damp clean laundry into a commercial spin dryer, (2) unload laundry while dryer is still cycling, and (3) guide dry laundry into canvas carts stationed below. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting, Folding and Stacking Clean Linen

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why linen must be sorted by size and type.

S separates items by size and type.

S correctly folds and stacks each item according to instructions given by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sort, (2) fold, and (3) stack clean linen according to instructions given by person in charge. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress LAUNDRY WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

LAUNDRY WRAPPER

A Laundry Wrapper

- performs the following major tasks:

  folds and boxes garments

  folds and bags laundered shirts

- works alongside of and in conjunction with other workers on a production line
- works under informal supervision
- works in a large room that is noisy, sometimes hot, with several machines in operation; stands mostly while working

TOPIC: Working in Laundry Rooms

LAUNDRY WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes general operation of commercial laundry room.

S identifies and explains function of specific machines, such as washers, dryers and folders.

S describes how to safeguard against dangers involved in working with laundry room equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain general operation as well as hazards of a commercial laundry room and (2) discuss proper and safe working procedures. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Boxing Garments

LAUNDRY WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper folding of preselected soft garments, including children's, women's and men's garments. S double, triple or quadruple folds garments. S places tissue paper in appropriate places to keep garments from becoming creased. S places garments in plastic bag, demonstrating factory bagging of soft merchandise.

S demonstrates hanging of children's, women's and men's heavier garments, such as bulky sweaters or heavy jackets, as shipped from manufacturer.

S takes other garments off hangers and boxes them for retail delivery.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) decide which garments are best to fold and which should remain hanging, and (2) fold garments of all types and sizes properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Bagging Pressed Shirts LAUNDRY WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S receives pressed shirt from shirt-pressing-machine operator and lays it on folding machine with sleeves outstretched.

S steps on pedal of folding machine, automatically folding shirt.

S flips shirt body over, folding it in the middle, and slips folded shirt into open bag.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) place pressed shirts correctly on folding machine, (2) operate folding machine, and (3) bag folded shirts. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sealing Plastic and Cellophane Bags

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S puts designated items in individual plastic bags and explains various industrial methods of sealing them.

S turns on heat-sealing machine and passes items in bag through shrink tunnel, where bags are shrunk correctly to fit contents.

S closes a variety of plastic bags with a hand stapler.

S seals a number of plastic bags with transparent tape.

Safety Considerations: Keep hands away from heating element
Do not put head near or in shrink tunnel

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to seal plastic and cellophane bags using (1) a heat-sealing machine, (2) a hand stapler, or (3) transparent tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

LAUNDRY WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION PORTER

A Porter

- performs the following major tasks:

  sweeps and mops floors

  disposes of paper refuse and industrial trash

  maintains halls and lobbies

- works usually alone, often among other workers
- works under informal supervision
- works in spacious, heavily trafficked factories; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sweeping and Mopping Floors and Walks PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Clearing and Bailing Industrial Trash

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that in supermarkets and department stores bulky trash is often prepared for easy disposal by folding and tying it into a compact package. S states that metal trash is usually placed in large drums and disposed of properly.

S folds or disassembles large empty cardboard containers or wood containers and ties them securely with heavy twine for disposal. S checks area for such objects as nails and staples used in packaging, then removes them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bale industrial trash for rubbish removal, (2) check area for nails and staples, and (3) remove them from area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Care of Public Halls and Lobbies PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Shirt Labeler and Sorter

- performs the following major tasks:

  loads and unloads laundry carts

  labels shirts for identification

- works alongside of and in conjunction with other workers on a production line

- works under informal supervision

- works in a large room that is noisy, sometimes hot, with several machines in operation; stands mostly while working

TOPIC: Working in Laundry Rooms

SHIRT LABELER AND SORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes general operation of commercial laundry room.

S identifies and explains function of specific machines, such as washers, dryers and folders.

S describes how to safeguard against dangers involved in working with laundry room equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) explain general operation as well as hazards of a commercial laundry room and (2) discuss proper and safe working procedures. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Laundry Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places folded, clean laundry in laundry cart according to specifications on requisition sheet.

S moves cart with requisitioned items to designated area.

S unloads cart and places clean laundry in laundry supply space.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) place folded, clean laundry in laundry cart, (2) move cart to designated area, and (3) place laundry in prescribed place. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification SHIRT LABELER AND SORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting Soiled Linen

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why soiled laundry must be sorted before washing.

S explains different systems used for sorting soiled linen, such as separating by color, material or type and size.

S sorts soiled linen according to system prescribed by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort soiled linen according to system prescribed by person in charge. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Order Sheets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S calls out names of letters, words and numbers on sample order sheet.

S explains meaning of each term which refers to merchandise.

S demonstrates matching of articles of merchandise with terms listed on order sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to coordinate articles of merchandise with terms on order sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SHIRT LABELER AND SORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Labeling Shirts with Heat-Press Machine

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S picks soiled shirt from pile, removes old laundry mark and drops it into waste receptacle.

S feeds shirt into heat-press machine so that inside of collar faces stamper.

S activates heat-press machine with pedal or button, applying new label on back of collar.

S drops labeled shirt into laundry cart for removal to other laundry room job stations.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove old labels from shirts, (2) apply new labels with machine, and (3) deposit shirts in laundry carts for transportation to other laundry room job stations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SHIRT LABELER AND SORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

SWEEPER

A Sweeper

- performs the following major tasks:

  sweeps and mops floors and stairways

  maintains sweeping equipment

  moves heavy furniture

- works usually alone, occasionally in conjunction with a co-worker
- works under periodic supervision
- works in large, generally multistory, buildings; moves about or stands most of the time

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TOPIC: Working with Long-Handled Equipment SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Stairways SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that stairways require regular sweeping and mopping to keep them free of dust and refuse.

S places dustpan, hair broom, mop and bucket on landing below stairway before sweeping and mopping. S explains need for this safety precaution.

S sweeps stairway from top of stairs to bottom. S sweeps waste into dustpan for disposal in trash can. S damp-mops stairway with wide strokes, beginning at top of stairs. S mops corners thoroughly. S dunks mop when soiled into pail filled with appropriate cleaner.

Safety Considerations: Place cleaning equipment on landing below stairway before sweeping or mopping

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop stairways. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Sweeping Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that sweeping equipment must be cleaned regularly to keep it functioning properly.

S points out that long-handled brooms have two holes at broom end. S explains that handle should be unscrewed and switched to other hole occasionally to avoid one-sided wear of bristles.

S taps broomstick on pavement to loosen dirt, and cleans bristles with custodial comb or vacuums them with hose end of industrial tank vacuum cleaner. S hangs brooms and dustpans in designated area, making sure that bristles do not touch floor.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sweeping equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Furniture

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that special care is required to move heavy furniture, such as desks, tables or bookcases. S discusses proper lifting technique. S points out that movers carefully must avoid bumping anything.

S, with another S if necessary, lifts from a squatting position the furniture to avoid straining his back.

S places furniture on appropriate dolly and moves it to designated area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move heavy furniture (1) alone or (2) with another S. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

WASHROOM CLEANER

A Washroom Cleaner

- performs the following major tasks:

  cleans washbasins

  scrubs toilet bowls and urinals

  cleans mirrors and windows

  wipes and refills washroom dispensers

  disposes of refuse

- works usually alone
- works under informal supervision
- works in small, well-lit, sometimes crowded washrooms or lavatories of large industrial, office or institutional buildings; moves about or stands most of the time

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TOPIC: Working with Long-Handled Equipment

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Washrooms

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washrooms require thorough daily cleaning to keep them sanitary.

S scrapes gum or other hardened debris from floor with putty knife.

S sweeps floor with soft hair broom, then sweeps dust into dustpan with broom and deposits dust in wastebasket.

S refills appropriate dispensers with paper towels, soap or toilet paper. S opens paper containers carefully to avoid dropping prefolded paper towels.

S wipes marks and smudges off walls and other surfaces with damp sponge and wall cleaner.

S cleans mirrors and windows with a liquid cleaner or a spray cleaner and cloth.

S wears rubber gloves to protect hands while cleaning sinks, toilet bowls, urinals and floor.

S cleans washbasins with cloth and cleaning agent.

S scrubs toilet bowls and urinals with brush and disinfectant cleaner.

S mops floor with disinfectant cleaner, then rinses thoroughly.

Safety Considerations: Wear gloves when using abrasive cleaning agents
Rinse immediately if cleaner touches eyes or skin

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain washrooms. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Washbasins

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washbasins and fixtures require thorough daily cleaning.

S points out that drains must be cleaned periodically with a drainpipe cleaner to keep them sanitary.

S cleans washbasins with powder cleanser, aerosol disinfectant spray and sponge. S rinses washbasins and fixtures thoroughly, and dries them with a cloth or paper towels.

S, wearing rubber gloves, adds measured amount of drainpipe cleaner to drains, according to manufacturer's instructions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean washbasins thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Toilet Bowls and Urinals

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that toilet bowls and urinals require daily cleaning.

S, wearing rubber gloves, carefully cleans inside of toilet bowls and urinals with toilet brush and aerosol disinfectant cleaner.

S wipes outside with sponge dipped in disinfectant cleaner.

S carefully rinses toilet bowls and urinals.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly toilet bowls and urinals. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Windows and Mirrors

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that windows and mirrors require regular cleaning.

S cleans window or mirror with aerosol or liquid window cleaner, and cloth or paper towel.

S applies window cleaner to window or mirror in downward rows. S wipes window or mirror with cloth or paper towel to avoid streaking.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly windows and mirrors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning and Filling Washroom Dispensers

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that various washroom dispensers must be refilled before they are empty or almost empty.

S carefully unwraps prefolded paper towels. S refills paper towel dispensers, ensuring that bottom sheet protrudes from each dispenser and that towels are stacked evenly.

S carefully refills soap containers with liquid soap.

S applies metal or aerosol cleaner to surfaces of dispensers. S thoroughly wipes and dries dispensers with cloth or paper towel.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) refill, (2) clean, and (3) dry washroom dispensers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Washroom Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washroom refuse must be removed regularly.

S empties trash can into large mobile container. S moves container to outside garbage receptacle, making sure that container is not overflowing.

S deposits trash into large outside receptacle for disposal by a rubbish removal company.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to dispose of washroom refuse. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Mobile Refuse Carts

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the principle differences among the various types of commonly used mobile refuse carts.

S loads and empties several carts, cleaning spillage.

S safely moves loaded cart through a previously set-up path, including an aisle and doorway, around a corner, and over a ramp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load, (2) empty, and (3) move refuse carts under various conditi ns. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.